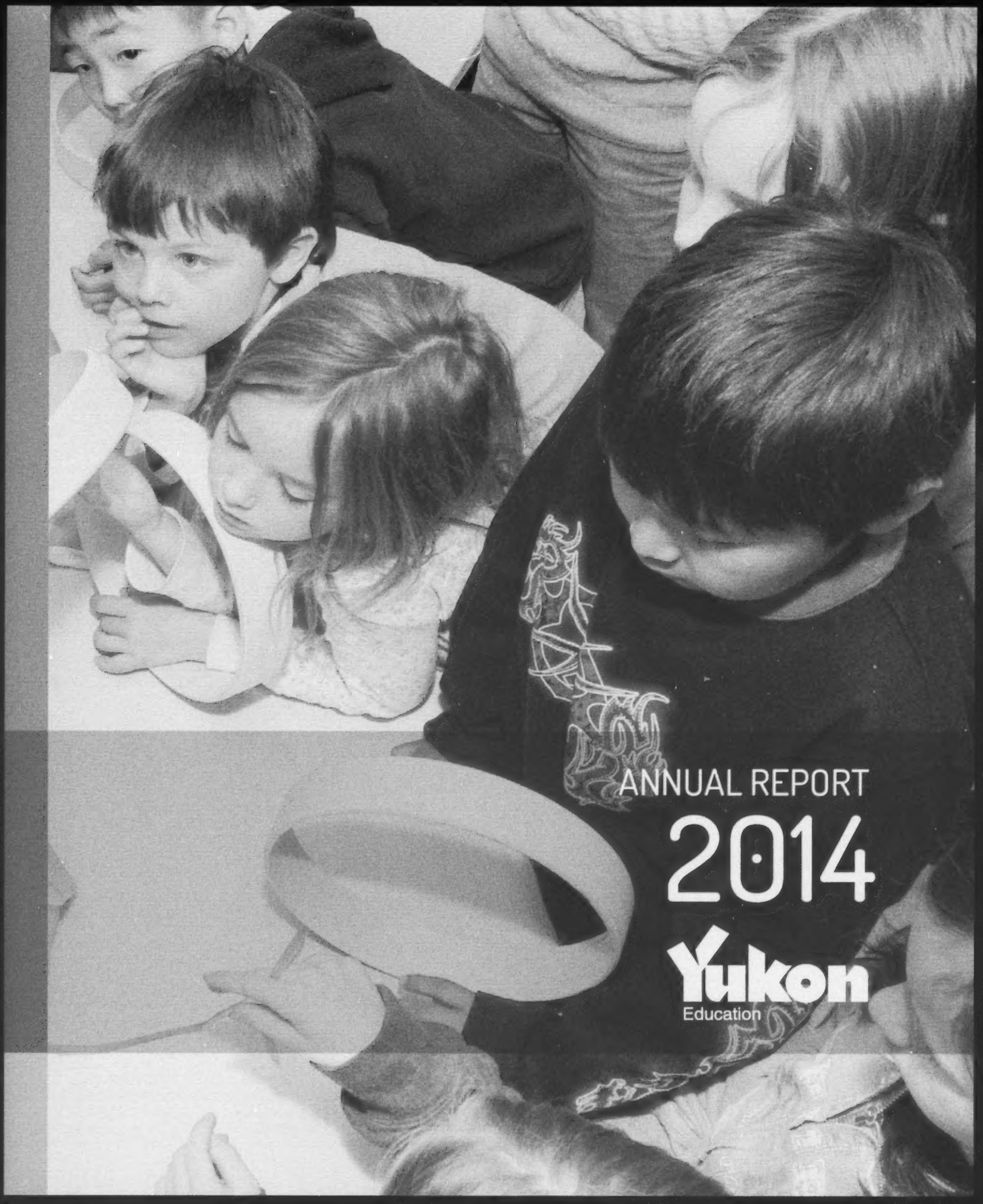
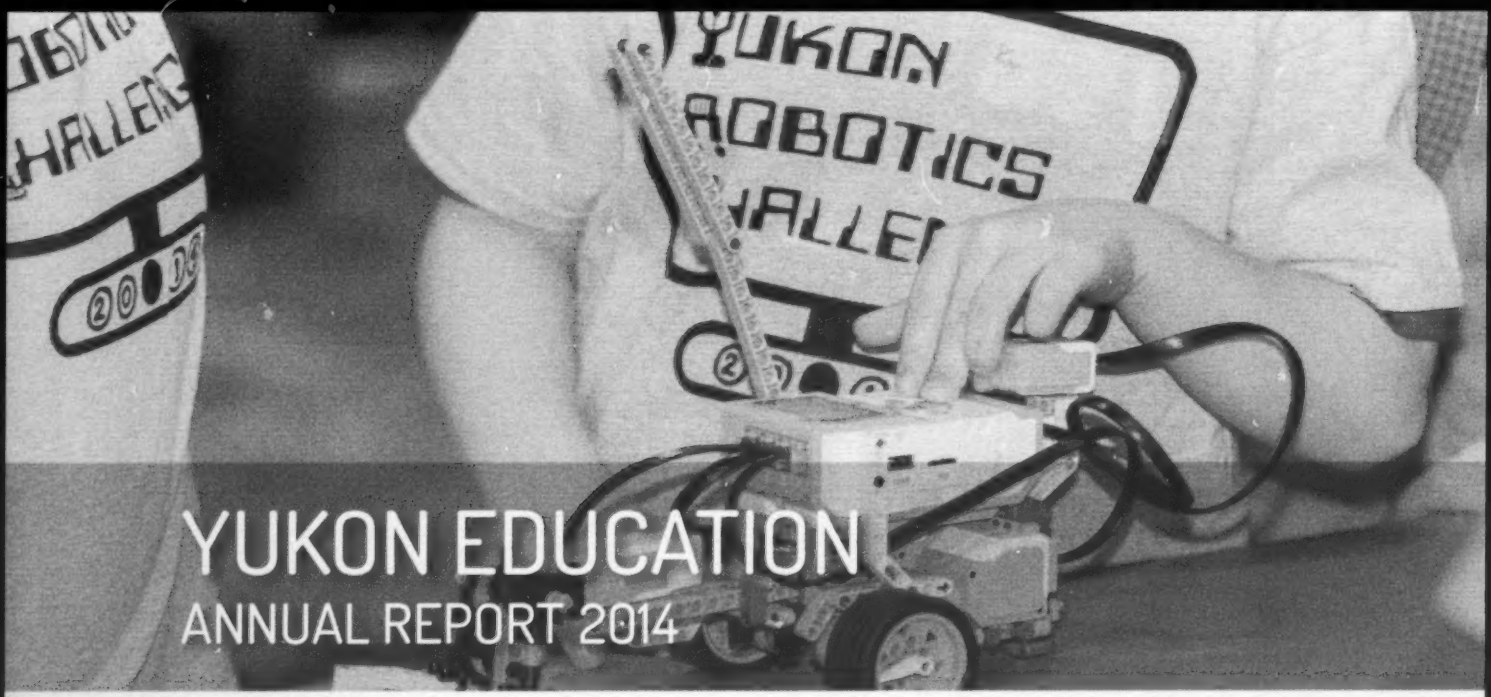


ANNUAL REPORT 2014

Yukon Education

Yukon
Education

This report fulfills the requirement of ss. 5 (h) of the Education Act, which requires the Minister to table an annual report on the state of education in Yukon.



YUKON EDUCATION
ANNUAL REPORT 2014

Yukon Education's mandate is to deliver accessible and quality education to Yukon students of all ages.

Our goal is *Success for Each Learner* and we are dedicated to supporting each student in achieving success and reaching their full potential.

We are preparing learners to participate in the Yukon and Canadian workforce and society by providing educational programs and services that develop the knowledge and skills they need to succeed, including literacy, numeracy, critical thinking, problem solving, creativity and communication skills.

Under the *Education Act*, Yukon Education is responsible for developing courses of study for the public school system, providing curriculum and instructional resources, supporting the professional development of teachers, evaluating school programs through the analysis of student achievement data, and establishing adult training and continuing education programs.

We are building meaningful partnerships that promote and support lifelong learning in Yukon. At the Public Schools Branch, teachers, administrators, paraprofessionals and support staff are working with students, parents, First Nations, school councils, volunteers and community groups that help children to learn about and explore the world outside of school. We are working together to help students succeed in school, in the workplace and in our community.

At the Advanced Education Branch, the labour, immigration and training programs staff are engaging with Yukon College and other post-secondary institutes, community organizations, and regional employers and businesses to develop an inclusive, adaptable and productive workforce for Yukon. Although advanced education, training programs, labour market programs and services, and immigration are important priorities, this report focuses primarily on the work of the Public Schools Branch and learning outcomes of Yukon school-age students in order to fulfill our reporting requirements related to the *Education Act*.

Yukon Education is also committed to organizational excellence through alignment and accountability. The Annual Report is an important way of reporting to the public and being accountable for our work. This report shows how we can better coordinate our programs and services to benefit students. It helps us to determine where we are and where we will be going in the future to support the success of every Yukon student.

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MESSAGE FROM THE MINISTER OF EDUCATION

As Minister of Education, I am pleased to present the Yukon Education Annual Report 2014.

This report is an overview of the state of education in Yukon and outlines the Department's ongoing work over the past year toward our goal of *Success for Each Learner*.

Yukon Education makes changes to programs and initiatives based on the findings from student performance indicators, program reviews and the Auditor General's report. This data helps us to identify areas of success and areas that need improvement and guides the development of programs and services, school growth plans, student financial assistance planning and more.

Sharing information and being accountable are important elements for building meaningful partnerships. This report presents a summary of what kinds of programs and initiatives are being delivered by Yukon Education, how Yukon students are performing, and how we are responding to the data. We welcome and look forward to feedback from our partners in education, whether they are students, parents, teachers, administrators, paraprofessionals, school councils, First Nations, newcomers, community organizations, post-secondary institutes like Yukon College, businesses or other stakeholders.

I would also like to take this opportunity to recognize our staff and everything they do to support student success and to promote lifelong learning, especially those working in Yukon schools, and our partners for all that they do to support the success of our students on their journey of learning both in school and beyond the classroom.

I look forward to our continued work together as we help students of all ages to reach their full potential in our workforce and in our communities.

Sincerely,

Hon. Doug Graham
Minister of Education

MESSAGE FROM
THE DEPUTY MINISTER OF EDUCATION

Welcome to the Department of Education's Annual Report for 2014.

The team at Yukon Education is committed to providing safe, caring learning environments in which students are engaged and receive the support they need to succeed.

It is exciting times for Yukon schools, as we work to embrace 21st century learning and its emphasis on basic competencies in literacy and numeracy and skills like creativity, collaboration, critical thinking and communication. Students have increasing choice and control over their education, more access to educational technology and more experiential learning opportunities. We continue to work with educators, families, school councils, First Nations and other community partners to shape programs that meet the needs of each school and its students and to support our goal of *Success for Each Learner*.

Although this report focuses on Yukon schools, I would like to acknowledge the great work of the Advanced Education Branch this year, such as the introduction of the new Canada-Yukon Job Fund and the Labour Market Agreement for Persons with Disabilities, as well as the expansion of the Yukon Excellence Awards. This branch has demonstrated remarkable collaboration with external partners to support student learners and to build an inclusive, adaptable and productive workforce that meets the needs of Yukon employers.

In reflecting on the K-12 public school system, I respect and appreciate the hard work of our teachers, administrators and paraprofessionals who work directly with the learners in schools, as well as the consultants, support and administration staff working behind the scenes.

A number of exciting programs were offered at Yukon schools this year. The popular Rural Experiential Models in Carmacks and Dawson City brought rural youth together for intensive workshops in fine arts and applied skills. Porter Creek Secondary School hosted the first ever Yukon Robotics Challenge. On-the-land courses for credit have been locally developed and are now offered by Yukon First Nations, such as First Hunt, First Fish and culture camps.

The annual report is an important tool that highlights our successes, as well as the areas where we face challenges. It shows where we will go from here through school growth planning. The Department integrates findings from the school growth plans, school reviews, program reports and the Auditor General's recommendations into how programs are delivered in order to build a stronger public education system in Yukon. We look forward to hearing feedback from and working with our partners as we work together to meet the needs of all of our learners and shape the future of education in Yukon.

Sincerely,

Judy Arnold
Deputy Minister of Education

AN OVERVIEW OF YUKON EDUCATION

MANDATE

The mandate of the Yukon Department of Education under the *Education Act* is to deliver accessible and quality education to Yukon learners, to encourage greater public participation in the education system and to encourage students to become productive, responsible and self-reliant members in a Yukon, Canadian and global society.

The vision of Yukon Education is for all Yukon people to develop a desire for and appreciation of lifelong learning, a strong commitment to their communities and the knowledge and skills to live meaningful, productive and rewarding lives.

To fulfill this mandate and this vision, Yukon Education works with partners in education like students, teachers, administrators, paraprofessionals, parents, school councils, the Yukon Teachers' Association, First Nations, the *Commission scolaire francophone du Yukon* (CSFY) and other community stakeholders to create, provide and support programs and initiatives in the areas of K-12 schooling, lifelong learning, essential skills and employment training and labour market development.

PUBLIC SCHOOLS BRANCH

Strategic goal:
Support the success of each student in a safe, caring and engaging learning environment.

The Public Schools Branch is responsible for managing school programs and resources to educate more than 5,100 school-age children in Yukon, including developing and approving courses of study for Yukon's 28 public schools, providing curriculum and instructional resources, supporting the professional development of teachers and evaluating school programs and student progress through the analysis of student achievement results.

In Yukon, unlike in most Canadian jurisdictions, with the exception of the *Commission scolaire francophone du Yukon*, there are no school boards running the day-to-day operations of the schools. Instead, the Department of Education, through departmental staff including superintendents, principals, vice-principals and teachers, are responsible for the day-to-day operation of the schools. In this context, the Public Schools Branch is not only responsible for policy and curriculum development but also instruction, staffing and the ongoing operation of the schools.

This branch is made up of the following units:

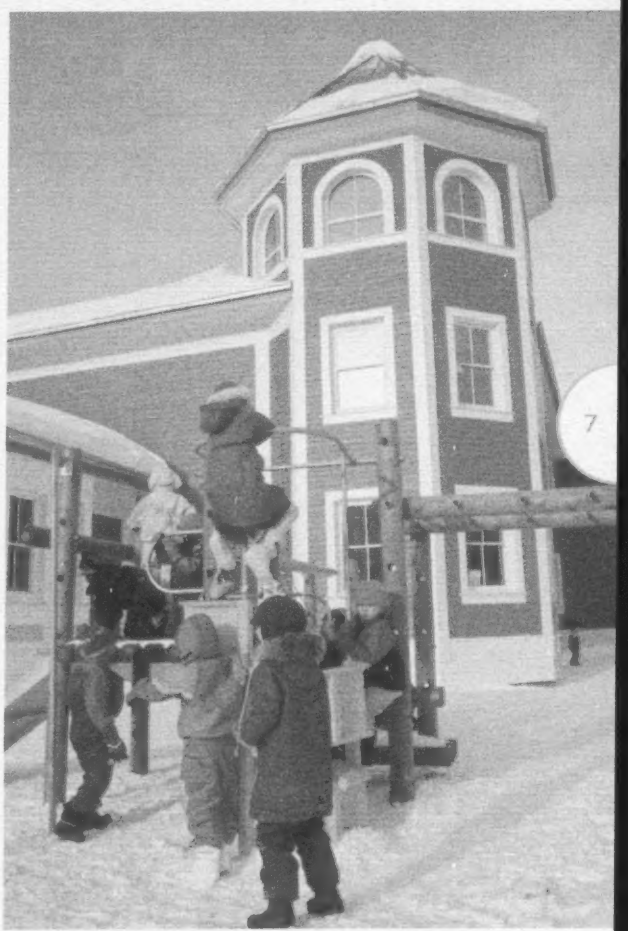
Learning Support Services delivers Yukon's school programs, with more than 700 school-based staff, including teachers and administrators working directly with students in Yukon schools, as well as curriculum, technology-assisted and distributed learning, French language programs, information technology, student information and assessment, and resource professionals supporting their work behind the scenes.

Student Support Services support inclusion in Yukon schools and work with students with special needs through school-based teams, which include teachers, administrators, educational assistants, learning assistance teachers, counsellors, remedial tutors and department staff and consultants in school psychology, speech and language pathology, physical and occupational therapy, and assistance for the hearing or visually impaired. This team creates student learning, behaviour support and individualized education plans to help students participate and learn at school. The unit also provides support for home schooling and literacy interventions.

First Nation Programs and Partnerships works with Yukon First Nations, Community Education Liaison Coordinators (CELCs) and Education Support Workers on educational initiatives to support First Nations students, improve their learning outcomes and give all Yukon students more opportunities to learn about First Nations language and culture through the development of curriculum and programs like Elders in Schools, Aboriginal language courses and experiential on-the-land learning.

Student Achievement collects and analyzes data from student performance indicators and the student information system, oversees the school growth planning process (including school reviews and school growth plans) and liaises with school councils.

Administration oversees the operations and resources of Yukon schools under the direction of the four superintendents of Yukon schools and the Assistant Deputy Minister.



The public school system in Yukon includes the following staff roles:

Teachers are employed by Yukon Education to give instruction in Yukon schools. They are responsible for encouraging students to learn, teaching the approved courses of study, maintaining order and discipline among students, reporting on student progress, behaviour and attendance to parents, and performing other related duties.

Administrators include Principals and Vice-Principals. School councils advise the Minister of Education on the selection of administrators for their school. The Minister then appoints an administrator to be the chief educational officer of a school. Administrators are responsible for promoting involvement and good relations with parents and communities, maintaining order and discipline for all school activities, supervising teachers, staff and volunteers, managing school operations and property maintenance, assigning teaching duties, encouraging community use of school facilities, implementing the school plan and operations and maintenance budget, keeping parents informed about students' progress and development, and other related duties. The principal is able to delegate any of these duties to the school's vice-principal.

Superintendents are members of the public service of Yukon with teaching qualifications who act as the directors of education for their designated schools. They are responsible for the supervision and evaluation of schools, administrators, teachers and other staff with advice from the school councils, as well as for promoting positive relations between students, parents and the community.

Paraprofessionals such as educational assistants and remedial tutors are employed by Yukon Education to assist with programming for students who have been identified as having exceptional educational needs under the *Education Act* and to assist teachers in meeting the needs of all students in the class.

First Nations Education Liaisons include Community Education Liaison Coordinators, Education Support Workers and Education Outreach Coordinators. They are employed by Yukon First Nations to link the school with the community and are the teachers' first point of contact with the First Nations community. They are responsible for supporting First Nations students, providing counseling and referrals for First Nations students and their parents, assisting with organizing workshops, training, and resource people for cultural curriculum and advising on First Nations curriculum content.

Aboriginal Language Teachers are employed by Yukon Education to provide Aboriginal language instruction under the supervision of the school principal.

Substitute Teachers are employed to replace teachers who are temporarily absent from their regular duties.

Yukon Education support staff and consultants work in curriculum development, French programs, First Nations programs and partnerships, technology assisted learning, information technology support services, accounting, human resources and more.

The Assistant Deputy Minister (Public Schools Branch) is a member of the public service of Yukon responsible for the Public Schools Branch and Yukon public school system, acting under the direction of the Deputy Minister of Education and supervising the superintendents.

ADVANCED EDUCATION BRANCH

Strategic goal:

Develop an inclusive, adaptable and productive workforce that meets the needs of Yukon employers.

The Advanced Education Branch is responsible for establishing adult training and continuing education programs, managing student financial assistance for post-secondary education and developing Yukon's workforce and labour market through immigration, recruitment and employment training programs. This branch works with partners through the Labour Market Framework to respond to regional needs for comprehensive skills and trades training, immigration, recruitment and retention and labour market information. It also provides significant funding to Yukon College and is involved in the development of a Yukon Literacy Strategy.

This branch is made up of the following units:

Labour Market Programs and Services administer labour market funding programs that support Yukon workers to get training and find and maintain work, such as the Labour Market Development Agreement, the Canada-Yukon Job Fund, the Labour Market Agreement for Persons with Disabilities, funding agreements with the *Association franco-yukonnaise* (AFY) and the Community Training Fund.

Training Programs manage post-secondary student financial assistance such as the Yukon Grant, Student Training Allowance, Yukon Excellence Awards, Canada Student Loans and Grants and other scholarships. It also runs the Student Training and Employment Program (STEP), Summer Career Placement Program and apprenticeship and trades training and certification programs for Yukon.

Immigration coordinates with federal immigration programs to bring needed workers to Yukon to fill gaps in the workforce through the Skilled Worker and Critical Impact Worker categories of the Yukon Nominee Program, as well as the Yukon Business Nominee Program. This unit also provides funding for settlement services and has reintroduced the Foreign Credential Recognition Program.

Please note that although the Advanced Education Branch is an important part of the mandate of the Department of Education, the annual report is a requirement under the Education Act *and, therefore, focuses primarily on the work of the Public Schools Branch and the learning outcomes of students in Yukon.*

More information and details about the initiatives undertaken by the Advanced Education Branch and the progress toward achieving its strategic goals can be found in the "Labour Market Framework Report" and other reports available on the Yukon Education website at www.education.gov.yk.ca.

EDUCATION SUPPORT SERVICES BRANCH

Strategic goal:
Demonstrate organizational excellence through alignment and accountability.

The Education Support Services Branch directs and supports the Public Schools Branch and the Advanced Education Branch. It is overseen by the Deputy Minister of Education, a member of the public service of Yukon who is appointed by the Premier to be responsible for the administration of the Department of Education.

The Minister of Education, a Member of the Legislative Assembly of Yukon who is appointed by the Premier to preside over the Department of Education, is responsible to direct the Deputy Minister to administer the *Education Act*, the *School Trespass Act*, the *Teaching Profession Act* and other legislation relating to post-secondary education and labour, and is responsible for the government mandate for education.

This branch is made up of the following units:

Office of the Deputy Minister provides the executive management for the department and its related acts and regulations, implements the directions of the Minister of Education and coordinates communications, issues management, media relations and community engagement.

Finance and Administration manages departmental spending, accounting, health and safety, facilities planning and maintenance, procurement, environmental stewardship and student transportation.

Human Resource Services recruit and hire staff and manages human resources for the entire Department of Education, including teachers and school-based staff.

Policy, Planning and Evaluation coordinates policy development, records management, legislative briefing materials for the Minister of Education, corporate and inter-governmental initiatives related to education and responses to the Access to Information and Protection of Privacy Office.

Community Relations and Engagement communicates with parents, the public and the media about departmental programs, policies and educational matters, provides support to school administrators, teachers and departmental staff and coordinates how information is shared with parents and in the community.

FIGURES AT A GLANCE

FACTS AND FIGURES 2013-2014

Schools	28
Students	5086
Teachers	483 FTE
Paraprofessionals	177.75 FTE
Students on IEPs	673
Cost per student (est.)	$18,803
Post-secondary student funding (Including Canada Student Loans and Grants)	$5,468,513

NOTE: This will be the last time data will be included in the annual report. Data will be fully on-line next year.

OPERATIONS & MAINTENANCE EXPENDITURES BY PROGRAM

FISCAL YEAR 2013–2014 ACTUALS

Education Support Services
$8,300,000

Yukon College
$22,700,000

Advanced Education
$13,600,000

Public Schools
$104,200,000

TOTAL
$149,000,000

EDUCATION FUNDING

OPERATIONS & MAINTENANCE EXPENDITURES ($ MILLION)*

Fiscal Year	Education Support Services	Public Schools Branch	Advanced Education Branch	Yukon College	Education Total
2014-15 Mains	$8.3	$105.8	$15.1	$25.8	$155.0
2013-14 Actuals	$8.3	$104.2	$13.6	$22.7	$149.0
2012-13 Actuals	$7.4	$96.0	$13.8	$22.9	$140.1
2011-12 Actuals	$7.3	$93.2	$13.9	$22.1	$136.5
2010-11 Actuals	$6.8	$89.9	$13.6	$23.1	$133.4
2009-10 Actuals	$6.3	$85.5	$12.3	$20.2	$124.3
2008-09 Actuals	$6.3	$84.4	$9.4	$18.1	$118.2
2007-08 Actuals	$6.4	$81.1	$7.2	$17.6	$112.3
2006-07 Actuals	$6.3	$75.4	$7.1	$16.5	$105.3
2005-06 Actuals**	$6.9	$72.1	$6.9	$14.8	$100.7

** The data comes from the Published Main Estimates.*

*** The O&M Expenditures for 2005-2006 were restated to remove the Facility Management Agreement from the Education Support Services.*

EXPENDITURES PER STUDENT 1997-2014

The average amount of money spent per student reflects all the direct operation and maintenance costs for Yukon schools, including the salaries of all school-based staff and the costs of materials, supplies, equipment, security, grounds-keeping and utilities.

Budget Year	Enrolment	Expenditure per Student	Percent Increase
1997-98	6334	$7,804	
1998-99	6106	$8,173	4.73%
1999-00	5929	$8,609	5.33%
2000-01	5736	$9,563	11.08%
2001-02	5578	$10,314	7.85%
2002-03	5588	$10,562	2.40%
2003-04	5491	$10,952	3.69%
2004-05	5416	$11,536	5.33%
2005-06	5272	$12,756	10.58%
2006-07	5074	$13,913	9.07%
2007-08	5070	$14,892	7.04%
2008-09	5065	$15,535	4.32%
2009-10	5100	$15,324	-1.36%
2010-11	5077	$16,197	5.70%
2011-12	5027	$17,039	5.20%
2012-13	5024	$17,667	3.69%
2013-14	5086	$18,803	6.43%

Since 1997, the investment per student has increased

41.5%

STUDENT ENROLMENT 2013–2014 ALL YUKON SCHOOLS BY GRADE (AS OF MAY 31, 2014)

AREA	SCHOOL	PROGRAM	ELEMENTARY										
URBAN	URBAN ELEMENTARY SCHOOLS		LT	K4	K	1	2	3	4	5	6	7	TOTAL
4	Christ the King Elementary	English			31	44	44	39	50	46	51	40	**345**
2	Elijah Smith Elementary School	English			34	43	42	36	44	49	37	35	**320**
1	Golden Horn Elementary School	English			21	21	30	16	19	22	15	11	**155**
1	Grey Mountain Primary School	English			16	18	13	14					**61**
2	Hidden Valley School	English	36		12	12	9	7	16	6	4	11	**77**
4	Holy Family Elementary School	English			18	21	22	19	25	22	25	20	**172**
2	Jack Hulland Elementary School	English			37	43	31	37	33	42	41	47	**311**
1	Selkirk Elementary School	English	74		20	35	17	19	28	31	40	28	**218**
2	Takhini Elementary School	English			27	17	27	17	20	16	18	14	**156**
1	Whitehorse Elementary School	French			55	58	59	48	49	44	55	55	**423**
5	École Emilie-Tremblay	Français		33	21	28	19	17	27	13	19	11	**188**
URBAN	URBAN SECONDARY SCHOOLS												
1	F.H. Collins Secondary School	English											
1	F.H. Collins Secondary School	French											
2	Individual Learning Centre	English											
2	Porter Creek Secondary School	English											
4	Vanier Catholic Secondary School	English											
URBAN	**URBAN TOTAL**		**110**	**33**	**292**	**340**	**313**	**269**	**311**	**291**	**305**	**272**	**2,426**

AREA	SCHOOL	PROGRAM	ELEMENTARY										
			LT	K4	K	1	2	3	4	5	6	7	TOTAL
3	Chief Zzeh Gittlit School	English		2	5	1	3	5	3	1	3	1	**24**
3	Del Van Gorder School	English		7	9	5	7	3	1	2	3	3	**40**
3	Eliza Van Bibber School	English		9	7	5	6	4	3	2	4	4	**44**
1	Ghùch Tlâ Community School	English		2	7	2	1	6	4	3	3	3	**31**
3	J.V. Clark School	English		2	6	5	3	3	1	7	7	2	**36**
3	Johnson Elementary School	English	18	0	16	14	15	10	18	14	8	23	**118**
2	Kluane Lake School	English		2	0	2	2	1	1	2	2	1	**13**
2	Nelnah Bessie John School	English		4	1	0	2	1	0	0	1	0	**9**
3	Robert Service School	English		0	19	15	18	22	15	22	14	14	**139**
3	Ross River School	English		2	3	1	2	3	2	5	5	5	**28**
2	St. Elias Community School	English		7	6	9	8	8	11	11	8	7	**75**
3	Tantalus School	English		7	10	4	6	7	7	6	13	6	**66**
1	Teslin School	English		4	2	3	5	4	2	5	5	3	**33**
3	Watson Lake Secondary School	English											**0**
RURAL	**RURAL TOTAL**		**18**	**48**	**91**	**66**	**78**	**77**	**68**	**80**	**76**	**72**	**656**

		ELEMENTARY										
		LT	K4	K	1	2	3	4	5	6	7	TOTAL
YUKON	**YUKON TOTAL**	**128**	**81**	**383**	**406**	**391**	**346**	**379**	**371**	**381**	**344**	**3,082**

Note: Learning Together (LT) Program is currently provided in the following schools: Hidden Valley Elementary, Selkirk Elementary, Johnson Elementary and Eliza Van Bibber Schools

Student Information and Assessment - Public Schools Branch (PSB). Updated on June 2, 2014 - Revised on Jan 15, 2015 (A.M.)

SU-secondary ungraded

SECONDARY							SCHOOL	YUKON
8	9	10	11	12	SU	TOTAL	ABBREV	MAY-14
							CKE	**345**
							ESE	**320**
							GHE	**155**
							GMP	**61**
							HVE	**77**
							HFE	**172**
							JHE	**311**
							SEL	**218**
							TAK	**156**
							WES	**423**
9	5	4	6	5		**29**	EET	**217**
73	78	92	88	86	30	**447**	FHC-E	**447**
46	47	34	34	23		**184**	FHC-F	**184**
	7	30	26	91	3	**157**	ILC	**157**
108	89	107	104	82	9	**499**	PCS	**499**
66	71	70	74	80	17	**378**	VCS	**378**
302	**297**	**337**	**332**	**367**	**59**	**1,694**	URBAN	**4,120**
SECONDARY							SCHOOL	YUKON
8	9	10	11	12	SU	TOTAL	ABBREV	MAY-14
3	5	0	3	4	1	**16**	CZG	**40**
3	1	5	2	2		**13**	DVG	**53**
3	8	6	4	3		**24**	EVB	**68**
9	3					**12**	GTC	**43**
2	4	5	7	7		**25**	JVC	**61**
						0	JES	**118**
1						**1**	KLS	**14**
						0	NBJ	**9**
16	19	10	17	7	4	**73**	RSS	**212**
4	7	7				**18**	RRS	**46**
8	7	7	3	4		**29**	SEC	**104**
5	6	4	7	7		**29**	TAN	**95**
4	5	2				**11**	TES	**44**
10	10	23	11	19		**73**	WLS	**73**
68	**75**	**69**	**54**	**53**	**5**	**324**	RURAL	**980**
SECONDARY								
8	9	10	11	12	SU	TOTAL		MAY-14
370	**372**	**406**	**386**	**420**	**64**	**2,018**	YUKON	**5,100**

STUDENT AND SCHOOL PERFORMANCE INDICATORS

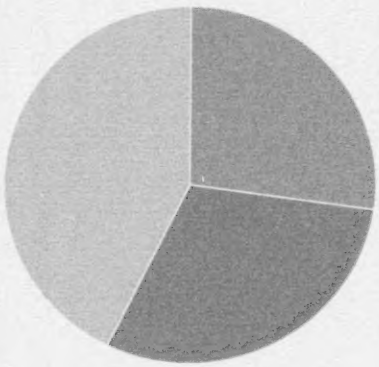
AVERAGE ABSENCE DAYS 2013–2014 SCHOOL YEAR

Regular attendance at school is a key factor that contributes to student success. The Every Student, Every Day initiative funds school-based projects that engage students and encourage improved attendance at school.

Rural/Urban	First Nations	Non-First Nations	Students
Rural	35	26	32
Urban	22	15	17
Yukon	27	16	20

DISTRIBUTED LEARNING DATA 2013-2014

Also known as distance learning, distributed learning offers students access to learning opportunities beyond their own school, at other schools in Yukon and prescribed courses available through B.C.'s distance education schools or through Alberta Learning. Yukon Education continues to monitor distributed learning enrolments, as these programs have led to higher completion rates and fewer withdrawals.



Continuing
43%

Completions
27%

Withdrawals
30%

Total # of courses or programs from K-12:

259

Total # of students enrolled: 208
143 in-school
65 home-educated

BOEHM TEST OF BASIC CONCEPTS SPRING 2014

The Boehm Test of Basic Concepts is used to assess students in kindergarten and their ability to understand language through 50 basic concepts, matching words to pictures. This exercise also helps to identify students who may need additional support in their learning.

First Nations / Non-First Nations

	BOEHM TEST				SPEECH & LANGUAGE REFERRAL	
	NC	CI	NI	Enrolment	Speech	Language
Non-First Nations	54%	32%	15%	254	11%	4%
First Nations	21%	27%	52%	122	20%	16%
Yukon	43%	**30%**	27%	**376**	**14%**	**8%**

Rural / Urban

	BOEHM TEST				SPEECH & LANGUAGE REFERRAL	
	NC	CI	NI	Enrolment	Speech	Language
Urban	49%	30%	21%	288	4%	5%
Rural	23%	33%	44%	88	47%	19%
Yukon	43%	**30%**	27%	**376**	**14%**	**8%**

NC: No Concern

CI: Classroom Intervention

NI: Needs Investigation

EARLY YEARS EVALUATION SURVEY SPRING 2014

The Early Years Evaluation survey measures a student's development in the following areas: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; physical development – fine motor; and physical development – gross motor. It is given to students on an individual basis in order to determine if there is a need for early intervention or extra support.

Kindergarten Early Years Evaluation Spring 2014 – First Nations

First Nations	ASE	SOC	COG	LNG	PHYFINE	PHYGROSS
NC (No Concern)	83%	60%	75%	74%	79%	73%
CI (Classroom Intervention)	**13%**	**29%**	**17%**	**21%**	**16%**	**23%**
NI (Need Investigation)	4%	12%	8%	5%	4%	4%
Students Evaluated	**112**					

Kindergarten Early Years Evaluation Spring 2014 – Non-First Nations

Non-First Nations	ASE	SOC	COG	LNG	PHYFINE	PHYGROSS
NC (No Concern)	95%	79%	95%	93%	89%	86%
CI (Classroom Intervention)	**5%**	**17%**	**5%**	**6%**	**10%**	**14%**
NI (Need Investigation)	0%	3%	0%	1%	1%	0%
Students Evaluated	**269**					

Developmental levels for:

ASE	Awareness of Self and Environment
SOC	Social Skills and Approaches to Learning
COG	Cognitive Skills
LNG	Language and Communication
PHYFINE	Physical Development - Fine Motor
PHYGROSS	Physical Development - Gross Motor

GRADUATION RATES FOR STUDENTS ENROLLED IN GRADE 12

FIRST NATIONS/NON-FIRST NATIONS • URBAN/RURAL • FEMALE/MALE 2013-2014

The annual graduation rates are calculated as the percentage of students who graduated in June 2014 from the total number of students enrolled in Grade 12 as of September 2013.

In any school, the numbers of enrolled students and graduates will vary from year to year. Yukon has a small population, so it is normal that the numbers will vary more from year to year than they would in other places with larger populations.

Graduation Rate 2014 by Urban/Rural, First Nations/Non-First Nations

Rural/ Urban	First Nations/ Non-First Nations	Graduates June 2014	÷	Grade 12 Students Sept. 2013	=	Graduation Rate 2013/2014
Urban	Non-First Nations	219		278		**78%**
Urban	First Nations	56		119		**46%**
Urban		275		397		**69%**
Rural	Non-First Nations	11		13		**85%**
Rural	First Nations	22		40		**55%**
Rural		33		53		**62%**
Yukon	Non-First Nations	230		291		**79%**
Yukon	First Nations	78		159		**48%**
Yukon		**308**		**450**		**68%**

Graduation Rate 2014 by Gender, First Nations/Non-First Nations

Gender	First Nations/ Non-First Nations	Graduates June 2014	÷	Grade 12 Students Sept. 2013	=	Graduation rate 2013/2014
Female	Non-First Nations	110		145		**76%**
Female	First Nations	45		98		**46%**
Female		155		243		**64%**
Male	Non-First Nations	120		146		**82%**
Male	First Nations	33		61		**54%**
Male		153		207		**74%**
Yukon		**308**		**450**		**68%**

Note: Prior to the 2010-2011 Annual Report, the annual graduation rates were calculated by other methods, so they are not directly comparable with this data. For copies of annual reports from previous years and more information related to past data, please visit www.education.gov.yk.ca/about/reports_archive.html

SIX-YEAR COMPLETION RATES

Annual graduation rates are only one of many indicators of student success. Within Canada, there is no consistent method used among provinces and territories to determine graduation rates, though increasingly more jurisdictions (including Yukon) are moving toward using a method that provides data based on a six-year completion rate.

This rate uses the number of students in a Grade 8 cohort and calculates how many of them have graduated within the following six years. For 2013–2014, the six-year cohort method counts all students who entered Grade 8 for the first time in 2008–2009 and calculates the completion rate based on those who received a graduation certificate within the six-year period. It excludes students we know have left the Yukon school system to complete their education in another jurisdiction.

This method allows us to look at the bigger picture, accounting for students entering (in-migration) and leaving (out-migration) school within those six years and the success of students who remain in school beyond five years. It also helps identify students who leave school and to evaluate and remove barriers to student success.

The six-year completion rate for 2013–2014 is 65.47%, with 13.67% of students still in school in Yukon and 20.86% not found in the system.

ANALYSIS

An analysis of the six-year completion rate and the 2014 graduation rates show that many students are taking a full six years to graduate from high school. An increasing number of students are remaining in the school system.

FOUNDATION SKILLS ASSESSMENTS
(FORMERLY THE YUKON ACHIEVEMENT TESTS)

In 2012-13, Yukon schools replaced the Yukon Achievement Tests (based on Alberta's assessment tool) with the Yukon Foundation Skills Assessment (based on B.C.'s assessment tool) at the request of school councils and staff. Yukon uses B.C. curriculum and our secondary students write the B.C. provincial exams, so this change was an important step in aligning our assessment practices with those of B.C.

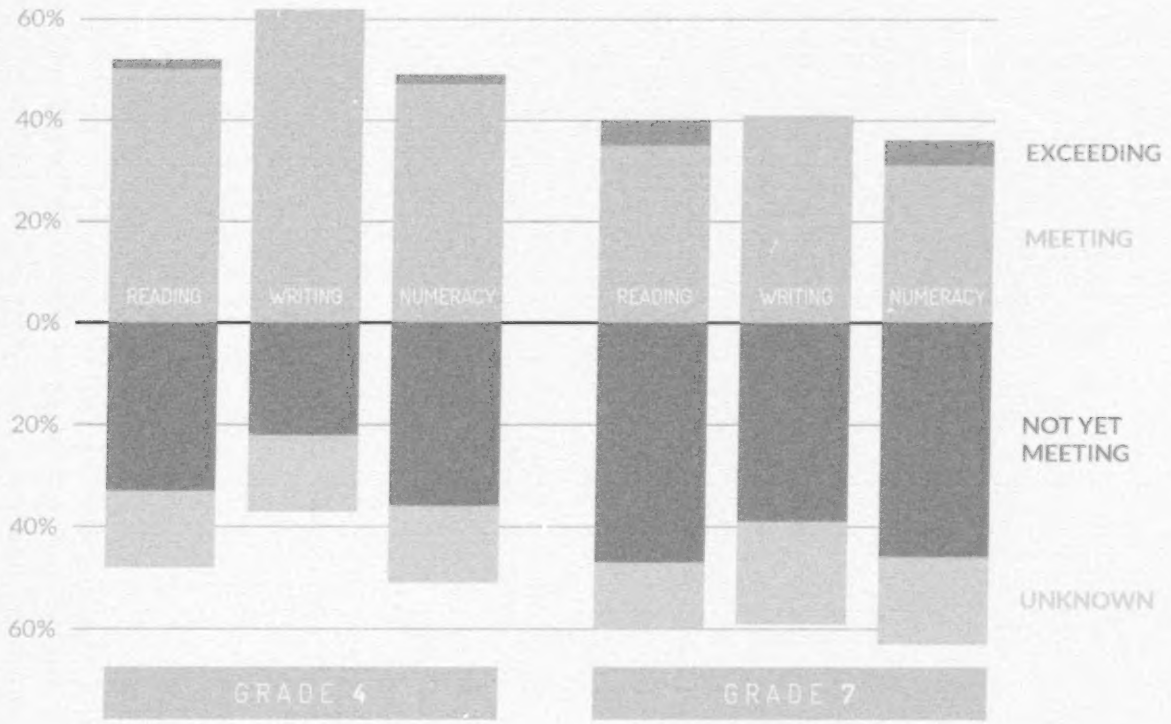
Foundation Skills Assessments (FSAs) are based on our curriculum and measure student performance in reading, writing and numeracy in grades 4 and 7 to reflect the skills that students have gained over several school years, rather than in a single year. The results do not count toward student report card marks or classroom assessments. This data provides a snapshot of what students have learned and helps to determine appropriate support for students, schools and the system.

All Grade 4 and 7 students are required to take the FSAs. Any exemptions must be pre-approved by Yukon Education following discussion with the principal and a review of the required documented evidence. Students with special needs may be exempted from all or part of the tests. Schools receive guidelines to identify these students.

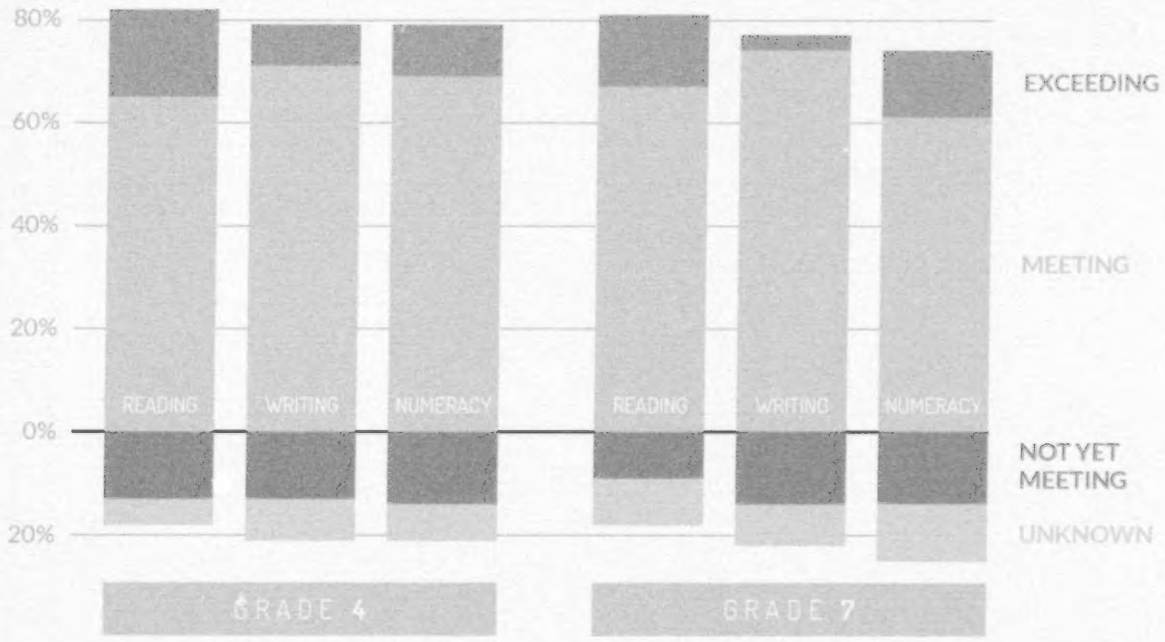
Most English Language Learner students will take part in the tests. A few -- those who have not yet developed English language proficiency -- will not take part.

Francophone students receive French versions of the FSAs and respond in French. French Immersion students receive English versions and respond in English.

FSA Results 2013-14 – First Nations Students



FSA Results 2013-14 – Non-First Nations Students



B.C. PROVINCIAL EXAMINATION RESULTS

A number of mandatory exams are administered each year as standardized summative assessments. These exams are required to meet the B.C. graduation requirements, including Grade 10 English and English 10 First Peoples, Math 10 (Apprenticeship Math 10 and Foundations of Math 10), Science 10; Social Studies 11 and Civic Studies 11; English 12 or Communications 12; and *Française Langue* 12 for bilingual certification.

B.C. Provincial Examinations 2013/2014

Level	BCP Exam	Number of BCP Exams	BCP Exam Average	Excellence	Acceptable	Below
10	**English 10**	366	**67%**	23%	63%	14%
10	***Francais Langue* 10**	4	**61%**	0%	75%	25%
10	**Math 10**	371	**58%**	15%	52%	33%
10	**Science 10**	337	**65%**	16%	73%	11%
11	**Social Studies 11**	287	**66%**	20%	68%	12%
12	**Communications 12**	71	**66%**	20%	70%	10%
12	**English 12**	296	**64%**	10%	78%	12%
12	***Francais Langue* 12**	33	**67%**	24%	64%	12%
12	**Yukon First Nations Studies 12**	5	**53%**	0%	60%	40%
		1,770				

PLANNING AND INTEGRATED RISK MANAGEMENT

As part of our annual strategic planning process, we identify and assess risks and develop strategies and initiatives to help us address those risks and improve student achievement and success in Yukon schools.

Identified risks include the following:

- Student achievement is closely tied to attendance. Inconsistent attendance in Yukon presents a risk to student success in learning and finishing their education.
- Students become less engaged if the programs do not meet their needs. Department resources need to be fiscally responsible to optimize our delivery of programs and services to ensure needs are met and students remain engaged in their learning.
- The existing gap in equity of educational opportunities between urban and rural schools may affect students' ability to succeed in their learning. This includes infrastructure and service challenges.
- Lack of capacity in some areas in the system impacts this department's ability to deliver our education initiatives.
- Disagreement with partners in education such as the school communities and other stakeholders can stall and impact the delivery of programs and services and therefore undermine the public education system for Yukon students.
- Some elements of Yukon Education's programs and services is dependent on other service providers inside and outside of government which limits our control over the success of these programs, as well as our ability to fully evaluate them.
- We have a limited ability to manage and evaluate the success of our programs which makes it more difficult to determine how to move forward on improvement and enhancements.
- Lack of a comprehensive long-term plan for life-cycle maintenance, renovation and replacement requirements for our facilities creates unnecessarily urgent situations.
- Inadequate financial planning and lack of a user-friendly budgeting system impairs Yukon Education's ability to optimize spending throughout programs and services and to provide transparent information about the spending of public money.

EDUCATION INITIATIVES
IN 2014

In order to address the identified risks and to meet our goal for student achievement in Yukon schools, we have implemented the following initiatives.

FACILITIES MANAGEMENT

Yukon Education is engaged in long-term facilities planning. The construction of the new F.H. Collins Secondary School building proceeded on schedule and on budget throughout 2014. It is expected that construction will reach substantial completion by August 2015 and students will begin to attend classes in the new school no later than January 2016.

A School Revitalization Plan is being developed and will be completed in 2014-2015. This plan will consider and consolidate the results of the facilities management activities undertaken in 2014, including the facility condition audits completed by the Property Management Division (PMD) of the Department of Highways and Public Works (HPW). It will also address the implementation of a Seismic Mitigation Program that responds to the 2013 Seismic Evaluation Report commissioned by the PMD of HPW from engineering firm David Nairne + Associates Ltd.

STUDENT ATTENDANCE

We continue working to improve student attendance rates in all Yukon schools, given that regular attendance at school is important for the development of a student's academic and social-emotional skills.

We continue to partner with the Victoria Gold Student Encouragement Society on the Every Student, Every Day project. Data is being collected to examine the impact of the school-based projects in place through this initiative and to determine whether student attendance is improving as a result of these school-based projects.

In 2014, seven school-based projects were awarded funding through this initiative:

School	Project	Amount awarded
F.H. Collins Secondary	Improving school attendance and changing student behaviours through positive alternative monitoring of attendance, mentoring and counselling	$2,600.00
Jack Hulland Elementary	Home and School Support Liaison, a qualified professional with strong community connections who provides direct support to families struggling with attendance issues.	$14,203.90
Porter Creek Secondary	Morning Breakfast Program/Evening Café, where students with low attendance will prepare breakfasts for themselves and others for an honorarium at the Breakfast for Learning program.	$13,000.00
Selkirk Elementary	Suzuki at Selkirk program offers violin classes, a high-interest activity, to motivate students to come to, and stay at school, developing attendance behaviours and music skills. Classes will be both one-on-one and in groups for 24 weeks.	$4,320.00
Vanier Catholic Secondary	Attendance Counselling Fund, which counsellors use to provide students with alarm clocks and other small items that help address barriers to attending school.	$1,000.00
Johnson Elementary	iPads for middle grades, which incorporates 20 iPads into learning activities to help students remain focused and engaged in learning and prepares them for the blended learning environment at Watson Lake Secondary.	$5,000.00
Watson Lake Secondary	Rewards for improved attendance through school-wide events such as trips, ski passes and incentive items for students who are improving their attendance	$6,000.00

EARLY CHILDHOOD LEARNING

We believe that children should have access to high-quality early childhood education to prepare them to enter school and be ready to learn. We are working with the Department of Health and Social Services and the Women's Directorate to develop an early years action plan for early childhood education and to coordinate the delivery of early childhood education programs and services for children up to six years of age, their parents and their families. Yukon College is reviewing its Early Childhood Education program to improve alignment with current early learning frameworks and professional practices.

In 2014, the Learning Together program for pre-school children, their parents and their caregivers was expanded and is now operating at Selkirk Elementary, Hidden Valley Elementary, Johnson Elementary and Eliza Van Bibber School, as well as at a part-time program in partnership with the Kwanlin Dün First Nation at the Dusk'a Family Learning Centre.

LITERACY STRATEGY

Literacy is a fundamental building block for learning and for student success. It is a pillar of the Yukon government's Social Inclusion Strategy, as well as many Yukon school growth plans. We continue to provide funding and support for the Family Literacy Centre, which also supports the Imagination Library.

Yukon Education is sponsoring the development of a Yukon Literacy Strategy and is working with partners such as First Nations, NGOs, Yukon College and the business community through the Yukon Literacy Strategy and Action Plan Working Group. In 2014, this group focused on developing the draft *Yukon Literacy Strategy and Action Plan*, including seeking the input of Yukon First Nations.

PHYSICAL LITERACY

School-based initiatives that support the development of physical literacy and promote student engagement continued to grow in 2014. Porter Creek Secondary School launched a new 10-credit Leadership Education and Athletic Development program for Grade 10 and 11 students that teaches students about leadership, movement, conditioning and nutrition.

We also continued our partnership with Sport Yukon on the pilot Sport and Physical Literacy Centre at F.H. Collins Secondary School, which is based on the Canadian Sport School model used in B.C. that offers a half-day sports training and half-day academic courses.

STUDENT SUPPORT SERVICES AND INCLUSION

To support student success, we are implementing inclusive education, which takes a student-centred approach to teaching and is based on the belief that all students can learn. Inclusive education accommodates learning in different ways, at different rates and in different places, in the least restrictive environment appropriate to student needs.

We have completed a full review and update of Student Support Services procedures to provide clear direction, criteria, and processes for assessing, identifying, resourcing and providing programming for students with special needs. A *Student Support Services Parent Handbook*, a guide for parents of children with special needs, is available on the Yukon Education website or in print through the department. Parents are consulted before any formal assessments or interventions by Student Support Services.

The process is directed by a school-based team including an administrator, a learning assistance teacher and a school counsellor who discuss school-based responses for the student and determine strategies and supports for students by engaging the parent(s) and teacher(s) of the student. The school-based team may also include the student, consultants from Student Support Services, and representatives from other community services.

Strategies and supports for students may include the following:

Student Learning Plans are created for a specific child's needs to address learning objectives, such as a specific skill or part of the curriculum. Once the difficulty is overcome, the student continues with regular classroom instruction.

A Behaviour Support Plan is designed with the input of parents for children who demonstrate, or are diagnosed with, behaviour difficulties at school. A behaviour support plan takes into account the child's behaviour at home and in the community, the child's preferences and strengths, medical issues that may affect behaviour, and anything about the situation at home, including family routines, that may affect the child's behaviour.

Individualized Education Plans (IEP) are developed for children with intellectual, communicative, behavioural, physical, or multiple exceptionalities who need higher levels of support and for longer periods of time. Students need to be assessed before getting an IEP. IEPs need the written, informed consent of the parent before they can proceed. IEPs may include educational programming, social skills, technology and health care.

We have established a needs-based service model. We have an equitable and consistent method for allocating paraprofessional staff in Yukon schools. The overall allocation of paraprofessional staff in Yukon schools during the 2013/2014 school year was 177.75 positions. The Government of Yukon determines the total number of Educational Assistant and paraprofessional positions each year based on advice from the schools, student demographics and achievement, rural equity adjustments and overall student learning profiles. The department allocates these positions across Yukon schools based on this same information and the school principals then assign paraprofessional staff within the school, scheduling their time based on student and school needs.

The staff positions include:

The Learning Assistance Teacher (LAT) is a teacher who specializes in providing student support services. LATs deliver specialized instruction and support in classrooms and other settings. A LAT may be the case manager for students with individualized learning plans, consulting with the school-based team and planning for, evaluating and reporting on student progress.

The Counsellor is an experienced teacher, who may have additional specialist qualifications in counselling, who supports the educational, social, emotional and career development of students.

The Educational Assistant and Remedial Tutor are paraprofessionals who help students with special educational needs. Paraprofessionals are allocated by the Department of Education to schools before the beginning of the school year based on needs identified by the school-based team. Within a school, paraprofessionals are deployed by the principal to provide intensive and targeted support for students. These assignments may change during the year.

SELF-REGULATION

The self-regulation initiative focuses on improving a student's ability to control their thoughts and actions, respond to the demands around them, and achieve their personal goals. For students with social-emotional, behavioural and other vulnerabilities, self-regulation is a key part of being ready to learn in the classroom. Eight schools (including five rural schools) were involved in the second phase of this initiative in 2014. They are Takhini Elementary, Ghùch Tlâ, Teslin, Hidden Valley, Ross River, Johnson Elementary, Robert Service, and École Whitehorse Elementary.

RURAL EQUITY ACTION PLAN

We know that our rural students are not achieving at the same level as our urban students, and have fewer course and other educational options. To address these gaps, we are developing and implementing a Rural Equity Action Plan, a strategy that includes enhanced distance learning opportunities and collaboration with students from other communities, sharing of resources, specialization of teachers, support for the arts, trades, and other specialties, and other program opportunities.

The Rural Education Advisory Committee first met in March 2014 and continues to meet and work to develop additional goals and objectives for the Rural Equity Action Plan. In 2014, two Rural Experiential Models were delivered, one in Carmacks and one in Dawson City, which brought together rural students from many Yukon communities for intensive arts and trades workshops for credit. The Rural Equity Action Plan also created and supports the Aurora Virtual School, a Yukon hub for distributed and distance learning and online learning opportunities.

Yukon Education's other public school programs and services are also strategically aligned to support the objectives of the Rural Equity Action Plan, bringing blended learning and improved bandwidth and technical infrastructure into rural schools, facilitating alternative learning approaches, introducing young children and their

Aurora Virtual School

The Aurora Virtual School opened in August 2014 to coordinate online and distance learning opportunities for Yukon students. The teachers provide real-time support for various courses via live chats and virtual classrooms.

caregivers to school routines through Learning Together programs in Pelly Crossing and Watson Lake and delivering trades training in rural settings through Yukon College's Centre for Northern Innovation in Mining mobile trades trailer.

FIRST NATIONS AND EDUCATION

We know that there is a gap in achievement and learning outcomes for First Nations students. We believe that providing more culturally inclusive curriculum for First Nations students and promoting First Nations traditional knowledge, culture and language will better engage these students and support their success in schools. To this end, we are continuing to collaborate and formalize partnerships with the Council of Yukon First Nations, the First Nations Education Commission and Yukon First Nation governments to improve Yukon First Nation student achievement, to ensure that the public school system meets the needs of First Nation students and to offer opportunities to learn about First Nations language, culture and traditional knowledge to all Yukon students.

PARTNERSHIPS WITH YUKON FIRST NATIONS

Working in partnership with Yukon First Nations is essential to the success of First Nations students. Yukon Education has entered into a Memorandum of Understanding on Education Partnership with Yukon First Nations and the Government of Canada. In 2014, we worked directly with Yukon First Nations to develop a Joint Education Action Plan that focuses on culturally inclusive schools, First Nation community priorities and capacity building, collaboration on protocols and evaluation and closing the academic achievement gap through foundational support. Yukon Education also works directly with First Nations on school programs. For example, we have an Education Agreement with the Tr'ondëk Hwëch'in under which we jointly develop school curricula and programs within Tr'ondëk Hwëch'in Traditional Territory. Negotiations are underway for an education agreement with the Selkirk First Nation.

LANGUAGE, CULTURE AND EXPERIENTIAL LEARNING

Together as partners, we are integrating First Nations' language and culture into Yukon schools and programs. We collaborate with First Nations on the joint creation of credit courses, accreditation of culture camps and other joint initiatives that integrate traditional knowledge and locally developed curriculum.

We offer First Nation language programs in 21 Yukon schools and for seven of the eight Yukon First Nation language groups. (The only First Nation language not taught at this time is Tagish.) We hired a linguist and made other resources available to support First Nation language curriculum in the schools. Yukon Education is working with the Tr'ondëk Hwëch'in to add a language and culture space at Robert Service School and with the Champagne and Aishihik First Nations to deliver the Southern Tutchone Bi-Cultural Program, a bilingual program intended to increase the level of Southern Tutchone content and perspectives in the St. Elias Community School.

Yukon Education's Cultural Inclusion Program funds cultural programs, projects, and activities coordinated in partnership with schools, school councils and First Nations, such as: carving, moccasin making, beadwork, bison hunts, first moose

CHAOS – Community Heritage Adventure Outdoor Skills Program

In 2014, more students enrolled in the CHAOS program – going out on the land to learn First Nations traditional knowledge through experiential activities like trapping, sea kayaking and hiking. CHAOS participants earn grade 9 and 10 credits.

hunts, canoe building and project materials for both classrooms and culture camps. Students are able to earn credits for traditional and on-the-land learning through the Tr'ondëk Hwëch'in Traditional Camp Accreditation at Robert Service School and land-based experiential education programs with the Vuntut Gwich'in First Nation at the Chief Zzeh Gittlit School. A First Nations Curriculum Consultant continues to work with teachers and schools to incorporate First Nations' culture into our learning resources and we hired a permanent First Nations Experiential Consultant to coordinate on-the-land experiential programs and resources for Yukon schools.

The Community, Heritage, Arts, Outdoor and Skills (CHAOS), an experiential program at the Wood Street Centre, combines secondary school curriculum with First Nations' teachings and traditions, added a new course (Ancestral Technology 9 and 10) and increased its enrolment numbers significantly this year.

Yukon Education continues to promote Yukon First Nation language and culture in Yukon schools through experiential, traditional knowledge, language and other First Nations cultural programs and resources, as well as the development of First Nations-related curricula and other resources and opportunities for cultural training for Yukon Education staff, such as the New Teachers and Administrators Orientation at Kwaday Dan Kenji, the Long Ago People's Place, in August 2014. We also continue to develop and support alternative learning models that address the needs of First Nations students, such as the Individual Learning Centre in Whitehorse.

CURRICULUM ABOUT RESIDENTIAL SCHOOLS

The Truth and Reconciliation Commission of Canada has recommended that all Canadian schools teach students about the legacy of residential schools. Yukon Education is committed to recognizing the history, experiences and impacts of residential schools and continues to develop curriculum to educate younger generations about this difficult and complex chapter of Canada's history.

Yukon Education's First Nations Programs and Partnerships Unit has been working with First Nations, Elders, former residential school students, health support workers and teachers to develop a new unit about Canadian and Yukon residential schools for Social Studies 10. This unit has been made available to all Yukon schools, including a teachers' guide, a digital collection of stories and archive materials, a timeline of events, a reading list and a student textbook (*Tr'ëhuhch'in Nàwtr'udäh'ą* or "Finding Our Way Home"). Each school community will determine when its school is ready to include this curriculum.

In the 2014-2015 school year, this unit will be taught at: Vanier Catholic Secondary, Porter Creek Secondary, Robert Service, Del Van Gorder, FH Collins Secondary and Tantalus Community Schools. We have also held professional development sessions for social studies teachers, as well as interagency meetings with First Nations and all major stakeholders to support the ongoing implementation of the curriculum. Health support workers, trained with the CYFN Health Commission, Committee on Abuse in Residential Schools (CAIRS) and Health Canada, are available to support students and communities as this unit is introduced.

Curriculum on Residential Schools

Schools in Dawson City, Carmacks and Whitehorse introduced the new grade 10 unit about the legacy of Canada's residential school system in Social Studies 10 classes in 2014. This unit was created by First Nations Programs and Partnerships in cooperation with Yukon First Nations, Elders, teachers and former residential school students.

HOME EDUCATION

In 2014, Yukon Education created guidelines to address outstanding issues and provide additional support to families who choose to home school their children. Yukon Education staff has met and will continue to meet with the Yukon Home Education Society to discuss and receive feedback on these guidelines as they are reviewed over the next year.

The Aurora Virtual School offers expanded online learning options for home-educated students in Yukon and coordinates distance learning opportunities and access to resources. Home-educated students are also eligible for up to $1,200 per year to reimburse their families for the purchase of educational resources, as well as access fees for facilities and programs that are similar to those offered in Yukon schools.

IMPLEMENTATION OF B.C. CURRICULUM CHANGES

Yukon schools adapt and use B.C's curriculum which is currently undergoing a redesign. In 2014, B.C. released drafts of its proposed changes to the curriculum. Yukon Education is reviewing the proposed changes and is developing a long-term plan to implement new curriculum in Yukon.

OPPORTUNITIES FOR POST-SECONDARY EDUCATION

Yukon Education provides ongoing support for the operation of post-secondary programs at Yukon College, as well as significant student financial assistance for Yukon students to pursue post-secondary studies outside the territory.

Yukon College reached some major milestones in 2014. Yukon Education invested a record amount of more than $22.7 million in the College this year, including funding for the Centre for Northern Innovation in Mining, the Yukon Research Centre and the Northern Institute of Social Justice. The Government of Yukon and Yukon College also announced that this post-secondary institute is developing its first made-in-Yukon degree program and certificate. Beginning in 2017, the College will offer a three-year Bachelor of Policy Studies in Indigenous Governance and a one-year postgraduate certificate in Climate Change and Public Policy. Yukon Education will continue to work together with the College on a phased-in approach towards the evolution of a northern university that reflects Yukon's unique culture, economy and environment.

In 2014, Yukon Education continued to revise and improve access to student financial assistance. We changed the criteria and broadened the scope of the Yukon Excellence Awards. The new criteria focus on performance throughout a course, rather than on the exam, with more courses eligible for an award including art, music, shop, home economics, outdoor education and more. Students are eligible for up to $3,000 through this award program. The Yukon Grant program, and other programs administered under the Students Financial Assistance Act, will be reviewed in 2015 to ensure that the administration of these programs is balanced, fair and fiscally responsible. These grants are indexed to provide meaningful financial assistance to Yukon students pursuing post-secondary educational opportunities.

FRENCH LANGUAGE PROGRAMS

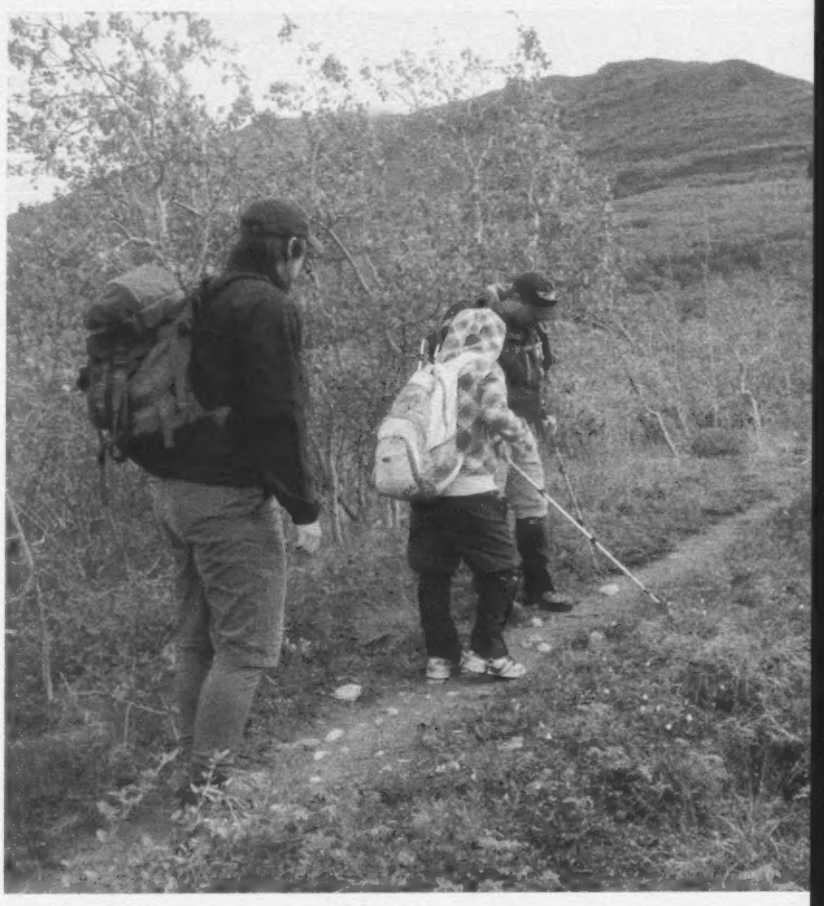
Yukon Education continues to provide a number of French language programs in our elementary and secondary schools, including French as a Second Language (Core French), French Immersion, Intensive French, Post-Intensive French, and Options Plus French. These programs are supported by professional development opportunities for teachers and the implementation of research based instructional and assessment strategies and the inclusion of French cultural activities to provide an enriched cultural environment to students. Yukon Education also provides funding to the *Commission scolaire francophone du Yukon*, which provides French First Language educational programs in Yukon.

YUKON SCHOOL BOARDS – COMMISSION SCOLAIRE FRANCOPHONE DU YUKON

Yukon has only one established school board: the *Commission scolaire francophone du Yukon* (CSFY).

CSFY is responsible for French First Language education at École Émilie Tremblay and Académie Parhélie. As a school board, CSFY has broader powers and responsibilities than a school council, such as recruiting and managing school staff, providing educational programs, establishing school policies, maintaining school property, conducting evaluations of standards and procedures, establishing parent advisory groups, reviewing student progress and discipline, instruction, school records and building conditions, and more.

In 2014, a new Executive Director was appointed for CSFY, Ms. Natascha Joncas. CSFY school board trustees are parents and community members who are nominated and elected for a three-year term.



CSFY EXECUTIVE DIRECTOR'S REPORT

2014 ANNUAL GENERAL MEETING

2013-2014 was a year of challenges at the Yukon Francophone School Board #23, with major progress despite numerous changes. Here are two of the most important ones.

The first major change was the departure of Lorraine Taillefer, CSFY's Executive Director, who accepted an assignment with the Department of Education from October 2013 to June 2014. The CSFY hired Edmond Ruest, who was the CSFY's Executive Director from 1999 to 2006, to act as interim director. In June 2014, Lorraine Taillefer accepted a permanent position with the Department of Education, thus leaving her job at the CSFY vacant. In July 2014, after a rigorous interview process, the CSFY offered me the position of Executive Director. It is with pleasure and pride that I have accepted the job. I started on August 11. I would like to take this opportunity to thank the trustees for the confidence they have shown me by confirming me in my new position and their support since my arrival in the Yukon.

Writing a report for a school year during which I was not present and after only one month on a job is an almost impossible task. I have put my trust in the people around me to help me relate the activities at the CSFY during the 2013-2014 school year. I would like to mention that without the warm welcome, availability and professional rigour of the people I work with every day, my transition into my new position would probably not have been so smooth. I thank them from the bottom of my heart.

The second important event of 2013-2014 was, without a doubt, the 2013 October elections. Six trustees ran to fill the five available seats, creating the need for an election. Following the formal process and in accordance with the Yukon *Education Act*, the vote took place on October 7, 2013, and was organized by Elections Yukon.

Five trustees were elected: Jean-Sébastien Blais, Gilbert Bradet, Danielle Daffe, Ludovic Gouaillier and Jean-Paul Molgat. Apart from Danielle Daffe, who has been a CSFY commissioner since 2007, the trustees are new to their positions. A two-day training session with Roger Lepage, the CSFY's lawyer, and Marc Godbout, an expert on French first language education in a minority setting, provided the trustees with a better understanding of the CSFY's mandate and policies, and helped them define their roles and responsibilities in managing the various files.

Here is a summary of the activities and projects developed during the 2013-2014 school year. This summary follows the five streams of the strategic plan and the various accomplishments of the year.

Although we were still awaiting the judgment from the Court of Appeal in the case between the CSFY and the Yukon government, the Department of Education was open to discussions with the CSFY and was aware of the needs of Francophone students. Enrolment at Émilie Tremblay has increased so much that the school needed more classrooms. In fall 2013, the Department built two portable classrooms at Émilie Tremblay.

A funding formula was developed to include the particular needs of our students associated with section 23 of the *Canadian Charter of Rights and Freedoms*. The CSFY also started work on adopting a new governance model and a new language and culture framework policy (PELEC).

On February 11, 2014, the Court of Appeal rendered its decision in the dispute between the CSFY and the Yukon government that began in the spring of 2009. This decision overturned the previous judgment of the Yukon Supreme Court and ordered a new trial. The CSFY looked to the Supreme Court of Canada and submitted its factum in the spring of 2014. On June 26, 2014, the Supreme Court of Canada announced that it will hear the CSFY's case. This should happen in spring 2015.

Also, in June 2014, the CSFY hired a consultant to conduct another survey of students, parents, partners and the community about their particular needs in relation to the building of a Francophone high school. The consultation report is available on the CSFY's website at http://www.csfy.ca/fr/.

1 CURRICULUM AND EDUCATIONAL SERVICES

In 2013-2014, 221 students were registered at Émilie Tremblay and Académie Parhélie. Three kindergarten classes for 4-year-olds were created for the 32 students enrolled as well as two kindergarten classes for 5-year-olds. This was a record number of students and resulted in a lack of space. To address this problem, the Department of Education agreed to pay the costs of building two portable classrooms. They were installed at the end of the intermediate wing in fall 2013, and are being used by the grade 9-10 and grade 11-12 groups.

With 26 teachers, 6 specialists, 2 educational consultants, 8 teacher aides and the administrative team, the school staff is now larger than the number of students enrolled when the French as a first language program was first launched in 1984.

SPECIALIZED SERVICES

Two remedial teachers work full-time with the students of Émilie Tremblay and Académie Parhélie. In addition to supporting students in the classrooms, the remedial service coordinates requests for speech therapy, occupational therapy, psychology, physiology and audiology services.

PSYCHOEDUCATION SERVICE

The psychoeducation service helps students adapt and become more independent, and offers activities to develop their full potential. This service evaluates students' strengths and needs in order to develop a plan to strengthen their adaptability.

CURRICULUM CONSULTANTS

A second curriculum consultant has been supporting the school staff since August 2013. These two curriculum consultants work full-time in close collaboration with school staff to manage educational resources and programs.

FRANCIZATION SERVICE

The francization service is offered at both the elementary and secondary levels. Three staff members help students from junior kindergarten through Grade 12 with their ability to communicate in French.

ALTERNATIVE CLASS

In 2013-2014, an alternative class offered services to students with special needs. The classroom teacher accompanies students in the program classroom or in their regular classroom to help them integrate with the rest of the group.

GUIDANCE COUNSELLOR

For the first time in 2013-2014, a guidance counsellor was available to help students from Académie Parhélie with their career choices.

EARLY CHILDHOOD AND EXOGAMY (MIXED COUPLES)

The coordinator in early childhood and exogamy organized several activities for mixed couple families, including a conference with Glenn Taylor. This special guest came to discuss the various issues faced by mixed couple families. The coordinator also organized the Story Time activity, the Halloween community dinner and the swan interpretation community dinner, and took part in the school open house.

ACADÉMIE PARHÉLIE

Académie Parhélie has made a name for itself thanks to its unique program combining learning in the field with learning in the classroom. Students complete an enriched program and several extracurricular courses. All the camps and activities are developed with the reality of young Yukon francophones in mind: the Yukon, its history, its attractions, the Canadian and international francophone worlds, and the importance of community involvement.

The students at Académie Parhélie are the only ones in the territory to obtain a French-English bilingual diploma. Five students graduated from Académie Parhélie in June 2014.

COMPUTER SERVICES

A technician ensured that computer resources for staff and students ran smoothly. Starting in Grade 7, each student receives a laptop, which they keep until they graduate. Elementary students also have access to laptops that circulate from one classroom to another.

SCHOOL CALENDAR

The CSFY surveyed parents of students at Émilie Tremblay and Académie Parhélie on:

1. A three-year school calendar
2. The start of the school year
3. The length of spring break

A school calendar for the 2014-2015 school year was approved by the trustees and submitted to the Department of Education.

2 IDENTITY BUILDING

At the end of the 2013-2014 school year, a consultant was hired to develop a work plan for the school staff to maximize resources and skills for building students' identity, which is a priority for education in French as a first language in a minority setting. The consultant will provide the school with guidance in this area during the 2014-2015 school year.

Identity building is covered, among other things, by a full-time resource person who ensures that students are immersed in French culture in various school contexts. The position of Cultural Integration Coordinator allows the culture to permeate the school all year long through various activities and opportunities. The Coordinator also works with the arts and culture, and youth departments of the *Association franco-yukonnaise* to ensure a partnership between the school and the community.

3 COMMUNICATIONS

The Executive Assistant is in charge of CSFY communications. She is responsible for notices and all information sent to parents. She also writes press releases and is the contact person for all interview requests. A monthly column on CSFY's activities is published every month in *Aurore boréale*.

The CSFY takes part in visibility activities, such as Education Week. It also helps organize staff recognition activities, open houses and so on.

4 INVOLVEMENT OF THE CSFY

The CSFY continues to be involved in French-language education at all levels: regional, territorial and national. These activities provide a better understanding of educational challenges across Canada. The CSFY is thus better equipped to meet the needs of education in French in a minority setting.

The CSFY is involved in various committees, including the executive committee of the *Regroupement national des directions générales en éducation* (RNDGÉ) (National Group of Executive Directors in Education); the *Association des directions en éducation de l'Ouest et du Nord* (ADÉON) (Association of Western and Northern Executive Directors); and the *Association canadienne d'éducation de la langue française* (ACELF) (Canadian Association of French Language Education).

COMMUNITY

The trustees invited the community to a holiday gathering on December 19, 2013, at the offices of the CSFY. During the evening, the trustees thanked the outgoing trustees Luc Laferté, Ron Melanson and Stéphanie Dion.

The CSFY supports *la Garderie du petit cheval blanc* in its educational development.

PCÉ

The *Partenariat communautaire en éducation* (PCÉ) (Education Community Partnership) is an advisory group comprised of executive directors of key partners in Yukon francophone education: École Émilie Tremblay, the *Association franco-yukonnaise*, the Arts and Culture Department, and Youth Department of the AFY, *la Garderie du petit cheval blanc*, *les EssentiElles*, the *Partenariat communauté en santé* (PCS) (Health Community Network) and the CSFY.

The CSFY provides administrative support for the PCÉ's meetings and other activities, assisting with planning and taking minutes during meetings. An introduction to the PCÉ, the minutes of its meetings and its action plan can be found on the CSFY's website.

NATIONAL

FNCSF

The 23rd annual convention of the *Fédération nationale des conseils scolaires francophones* (FNCSF) (Francophone National Federation of School Boards) took place in Victoria, British Columbia, from October 24 to 26, 2013. The theme of the convention was the management rights of school boards: beyond the turmoil.

Our trustees Danielle Daffe and Gilbert Bradet participated. In addition to having discussions with other school trustees from across the country, our trustees attended presentations and workshops to better equip them for their new mandate.

RNDGÉ

To provide the CSFY with a presence at the annual summer training session of the *Regroupement national des directions générales de l'éducation*, Julie Dessureault went to Shediac, New Brunswick. The training took place from August 10 to 13 and was attended by executive directors and senior managers of Canadian Francophone school boards and councils

Participants received a presentation on education at the French school (PELF). They also took part in workshops on education, administration and the political role of a school board.

ADÉON and APÉON – Language and culture framework policy (PELEC)

The CSFY participated in a meeting organized by the *Association des directions de l'éducation de l'Ouest et du Nord* (ADÉON) (Association of Western and Northern Executive Directors) and the *Association des présidences de l'éducation de l'Ouest et du Nord* (APÉON) (Association of Western and Northern Education Presidents of Boards of Trustees).

This meeting took place in Calgary on December 3, 2013, and was attended by the Francophone school councils of the Western provinces and the territories. The goal was to discuss a potential language and culture framework policy (PELEC).

At its public meeting on March 13, 2004, the CSFY adopted a proposal to approve the validation report titled: *A language and culture framework policy for the Western provinces, the Yukon, the Northwest Territories and Nunavut*. At the same meeting, it was decided that steps should be taken by the CSFY to develop this policy in the Yukon.

The PELEC ensures that Francophone school boards in a minority setting fulfil the three components of their mandate: educational, cultural and community. The PELEC takes its inspiration from the language planning policy (PAL) created in Ontario. The PAL is a framework on education in a minority language. It establishes the roles of key stakeholders to ensure the success of students in French language programs.

The PELEC is a tool that defines, in educational and academic terms, the needs that must be met to support francophone cultural and linguistic vitality. It is a policy framework that directs all interventions to improve the francophone school system.

The PELEC describes the complete services that must be implemented, from early childhood to the end of high school. It thus ensures that the French language and culture are protected, valued and passed on in the minority francophone community. It allows for a long-term recognition of the educational, linguistic, identity, cultural and community mandates of a school board.

RONPE

The early childhood and exogamy coordinator participated in conference calls with the *Regroupement de l'Ouest et du Nord pour la petite enfance* (RONPE) (Western and Northern Early Childhood Coalition).

5 SCHOOL MANAGEMENT

The school administration team has completed its third year and will remain in place for the 2014-2015 school year.

The CSFY annually adopts the staffing presented by the school administration team and offers required follow-ups, based on the needs identified. In 2013-2014, four additional positions were created to meet the needs of the school: one remedial teacher, one guidance counsellor, one educational assistant, and one literacy position.

Staff evaluation is in line with the Department of Education requirements. Staff evaluation is done by the school principal. The school principal is evaluated by the executive director of the CSFY.

All the CSFY'S public meetings are in accordance with the requirements of the *Education Act*. The CSFY gives a copy of the minutes of every meeting to Yukon Education as required. The CSFY prepares an annual budget that is presented to Yukon Education according to the *Education Act*. Once the budget is adopted, the CSFY is responsible for monitoring it. The CSFY prepares financial statements for every public meeting. Also, a financial audit is done once a year, presented to the AGM of the CSFY and a copy is given to Yukon Education.

RELATIONSHIP WITH THE DEPARTMENT OF EDUCATION

On November 14, a meeting took place between the trustees and the Honourable Elaine Taylor, Minister of Education. This informal meeting strengthened the ties between Yukon Education and the CSFY. Accompanied by Valerie Royle, Deputy Minister, Elaine Taylor underlined the fact that the Department of Education is there to support the CSFY and meet its needs.

The CSFY is working jointly with the Department of Education to make progress on the issues of French first language education. Agreements are in place to preserve and build on the gains we have made.

FUNDING FORMULA

In September 2013, a funding formula developed by Raymond Chabot Grant Thornton & Co. was presented to the Department of Education. This formula aims to ensure that the CSFY has adequate financial resources to meet its constitutional obligations and fulfil the purpose of section 23 of the *Canadian Charter of Rights and Freedoms* in keeping with its remedial character.

The funding formula is tailored to the reality of the CSFY to ensure that it is able to provide an education equivalent to that offered to majority language students. It includes governance, administration, educational resources, learning support, and the community and cultural mandate.

The discussions between the CSFY and the government are still ongoing on this topic. The CSFY wishes to finalize this project in 2015.

BILATERAL AGREEMENTS

Since 2013, the CSFY has been receiving funds from the Canada-Yukon bilateral agreements for the teaching of French as the minority language. These additional funds are from the federal government, through Heritage Canada.

The 2009-2013 action plan presented targets to achieve in each of the following areas:

1. Student participation: recruitment, retention of students, communication and promotion.
2. Provision of programs: support and administration, development and enrichment of basic programs.
3. Student performance: academic achievement of students and adapted learning.
4. Enriched school environment: cultural enrichment of school environment, ties between schools and communities.
5. Support for educational staff and research: development of staff adapted to the minority milieu, recruitment and retention of qualified staff.

A new agreement was developed and signed for 2013-2018 with the same outcome areas as those for 2009-2013.

RESULT-BASED POLICY GOVERNANCE MODEL

In spring 2013, we contacted Raymond Chabot Grant Thornton & Co. to help us develop a result-based policy governance model. This model defines the goals of education, including the governance process, the responsibilities of the authorized trustees, and the executive director as well as the student exit profile with specific fields of competence. The model will be implemented during the 2014-2015 school year.

STRATEGIC PLAN

A new strategic plan will be developed by the CSFY during the 2014-2015 school year.

YUKON SCHOOL COUNCILS

School councils are made up of parents and community members who are nominated and then elected for a two-year term. In addition to elected members, Yukon First Nations have guaranteed representatives on many school councils who hold office for the same term.

As school councils, the membership is responsible for:

- participating in school reviews
- participating in the development and implementation of school growth plans
- reviewing and approving school courses and priorities
- making budget recommendations to the superintendent
- participating in selecting candidates for administrator positions
- establishing dispute resolution procedures between schools, parents and teachers
- setting the attendance policy for their school
- proposing and offering locally developed courses of study
- advising the Minister on school calendar, closure, staffing, transportation, renovation and programming decisions
- directing the superintendent to evaluate a teacher
- recommending the dismissal, transfer or discipline of a school employee
- forming school committees to review specific issues
- approving multi-day curricular and extra-curricular field trips
- approving school days to be used for extra-curricular activities.

School councils can choose to become school boards. The *Commission scolaire francophone du Yukon* is the Yukon's only school board.

PLANNING FOR SCHOOL GROWTH

School Growth Process

As required under the *Education Act*, each year school staff, school councils, parents and First Nations work together through the School Growth Process to develop plans to support the success of each student at the school. This process involves the on-going collection and analysis of data, school reviews and annual school growth planning to make evidence-based decisions about the evolution of the school.

School Reviews

School reviews are conducted every three years by a team of evaluators that includes Yukon Education staff, educators, parents, school council members and First Nations. The reviews provide schools with observations and recommendations about what should be done to support student success and improve student achievement. Each school is expected to identify priorities in its school growth plan that respond to the recommendations made by the school reviews.

School Growth Plans

School growth plans are created and developed annually as part of the School Growth Process, based on evidence from data analysis and findings from the school reviews. The plans contain the school's objectives, educational priorities, evaluation procedures and other information that is required for the effective functioning of the school. They act as road maps to improvement for schools and are monitored and adjusted throughout the year.

Each school receives a comprehensive school profile in September that includes all student performance data collected over the previous year. The school profile and information collected at the school level is used by the superintendent, school administration, staff and school council to discuss and develop a school's growth plan. The issues and recommendations identified in the school growth plans then guide the decisions and work of the department and each school throughout the school year.

School growth plans are available as pdf documents on each Yukon school website.

SCHOOL GROWTH FINDINGS FROM 2013–2014

Draft school growth plans were submitted to Yukon Education by each school by May 30. The School Growth Plan Advisory Committee (comprised of Yukon Education staff, superintendents, principals, a Yukon Teachers' Association representative, School Council members, First Nations and consultants) reviewed each growth plan. In-depth review of the plans by Yukon Education staff occurred during the summer. Feedback from these reviews was provided to the school in the fall for potential revisions before the plans were finalized and approved by the school council.

All schools were focused on addressing the specific needs of their students and school community and on improving the outcomes identified by their school reviews.

- 17 schools identified improving literacy, reading, writing or oral language (as in the case of École Émilie Tremblay) as a goal or objective.
- 8 schools identified building social responsibility (such as self-regulation) as a goal or objective.
- 7 schools identified attendance and engaging students as a goal or objective.
- 3 schools identified mathematics/numeracy goals.
- 2 schools will focus on increasing First Nation cultural content across the curriculum in all grades.

Yukon Education encourages schools to continue to strengthen the following areas of practice:

- the use of a variety of evidence to guide improvement strategies, including academic and social-emotional development indicators;
- an ongoing evaluation of strategies in use to ensure plans are on track to improve student achievement; and
- outreach to engage parents, First Nations and school councils as partners in education.

UPDATE ON IMPLEMENTATION OF 2009 AUDITOR GENERAL'S REPORT RECOMMENDATIONS

We are committed to responding to the concerns raised by the Auditor General (OAG) in the 2009 report so that we can improve student success. The OAG audits all Government of Yukon departments on a rotating basis. In its 2009 report, the OAG examined whether Yukon Education delivers our programs in a way that helps Yukon children achieve success in elementary and secondary school and make a successful transition to further education. In addition, the OAG considered how we allocate teachers.

Yukon Education's Strategic Plan is mentioned below and can be found at www.education.gov.yk.ca.

RECOMMENDATION – OAG REPORT PARAGRAPH #39:

Information on Student Sub-groups and Performance Issues

Yukon Education should:

1. establish performance targets for Yukon students overall, and to the extent possible, for each major student sub-group;
2. determine what performance data it needs to gather;
3. analyze data to identify critical trends over time and significant performance gaps;
4. develop comprehensive action plans for significant gaps and for relevant sub-groups; and
5. present, in its annual report, the critical trends, significant performance gaps, and the results of action taken to improve performance.

Implementation Update:

1. We have established performance targets as part of our Strategic Plan, including (but not limited to): average absence days in a school year; distributed learning continuations, completions and withdrawals; the Boehm Test of Basic Concepts; the Early Years Evaluation survey; secondary student graduation and completion rates; Foundation Skills Assessments in reading, writing and numeracy; and results from the B.C. Provincial Examinations. These indicators are tracked for the following groups: the overall population of Yukon students, urban students, rural students, First Nations students, non-First Nations students,French first language students, female students and male students.

   Yukon Education has implemented a school growth planning process which involves school staff, school councils, First Nations and other partners to determine student achievement objectives for each school. Specific objectives include increasing the transition (from grade to grade) and completion rates for all Yukon students, the enrolment numbers of French First and French Second Language students and the level of English language support services for newcomers to Canada residing in Yukon. The Rural Equity Action Plan, which develops equitable educational opportunities for rural and First Nations students, also has set specific student achievement targets, with strategic supports for student success.

2. We have implemented the Yukon Assessment Matrix, which provides a variety of both formative and summative assessment data about student performance and success. Student and school performance data is also being collected at the school and department level as part of the school growth planning process. In addition, the Yukon Student Information System (YSIS) tracks other student information, such as student attendance.

3. We analyze the data we collect to assess the performance and success of the overall population of Yukon students, as well as by subgroups such as rural/urban, First Nation/non-First Nation, grade, age and gender. Data from other sources such as the Early Development Instrument (EDI), which identifies five areas of vulnerability that may affect student success, is also used to identify trends for Yukon students and performance gaps to be addressed. The data collected by Yukon Education also informs community and school vulnerability profiles, which are provided to schools for their growth planning processes and are used by the department to determine school resourcing and the provision of timely school and student support.

4. The latest copy of Yukon Education's Strategic Plan can be found at Yukon Education's website www.education.gov.yk.ca. The specific strategies we are undertaking to improve and ensure student success are identified in our Annual Plan (Part B of the Strategic Plan) and include (but are not limited to): more effective allocation of support resources and a consistent Individualized Education Plan (IEP) process; the self-regulation initiative; the Every Student, Every Day attendance project; implementation of curriculum changes from B.C.; the Rural Equity Action Plan; and the development of a Yukon Literacy Strategy. We have a dedicated First Nations Programs and Partnerships unit to build and expand educational programs and services that integrate First Nations' perspectives, language and culture to support First Nations' students and give all Yukon students the opportunity to learn more about Yukon First Nations.

5. The Yukon Education Annual Report presents the data collected and trends in student performance: graduation rates for First Nations and non-First Nations, urban and rural, and male and female students; and student achievement on the Foundational Skills Assessments (formerly Yukon Achievement Tests) and on the mandatory B.C. Provincial Exams.

RECOMMENDATION – OAG REPORT PARAGRAPH #47:

Assess the Effectiveness of Transitions from Public School to Post-Secondary Education

Yukon Education should investigate the feasibility of tracking the progress of its students in both employment and post-secondary education. This would allow it to monitor the success of its programs and policies aimed at helping students make the transition from public schools to post-secondary education and the workforce.

Implementation Update:

In collaboration with the Yukon Bureau of Statistics, Yukon Education has designed and implemented the *Yukon High School Exit Survey* (formerly the *Yukon Secondary School Transitions Survey*). This multi-year study gathers information about the high school experiences and post-secondary pursuits of students who have attended high school in Yukon and have recently left or graduated.

The findings from this survey are used to guide policy and programming within Yukon Education and the latest findings are available at Yukon Education's website: www.education.gov.yk.ca.

RECOMMENDATION – OAG REPORT PARAGRAPH #50:

Coordination with Yukon College

Yukon Education needs to coordinate their efforts with Yukon College to identify and, to the extent possible, address the root causes that lead to a lack of student readiness for the shift between high school and post-secondary education.

Implementation Update:

Yukon Education works with Yukon College to develop programs intended to help bridge the gap between high school and post-secondary education in the Yukon, such as Dual Credit Programs (which allow secondary students to take post-secondary courses while they are still in high school) and the Yukon Women Exploring Trades Career Fair. Information about both of these initiatives can be found online at: www.education.gov.yk.ca/pdf/dual_credit_handbook_2012-13.pdf and www.yukonwitt.org.

Yukon Education is reviewing and evaluating the effectiveness of the career counseling services that are offered in Yukon schools. The results are expected in the fall of 2015.

The *Yukon High School Exit Survey* is used to gather information about the high school experiences and post-secondary pursuits of students who have attended high school in Yukon, and have recently left or graduated. The findings from this survey are used to guide policy and programming, including programming discussions with Yukon College.

The *Comprehensive Skills and Trades Training Strategy*, developed under the Yukon Labour Market Framework, includes an objective to facilitate and improve learning and employment transitions, including from high school to post-secondary education. A copy of the strategy is available online: www.labourmarketframeworkyukon.com. Signatories include Yukon College, the *Association franco-yukonnaise*, Learning Disabilities Association of Yukon, Challenge, Skills Canada, Yukon Federation of Labour, Yukon Women in Trades, Yukon Literacy Coalition and others.

RECOMMENDATION – OAG REPORT PARAGRAPH #62:

Community Training Fund Strategy

Yukon Education should develop a comprehensive strategy for managing community training funds. Contribution agreements should have clear terms and conditions and should be properly reviewed, managed and monitored.

Implementation Update:

Yukon Education has completed a full review of the Community Training Funds to ensure that funding decisions align with defined needs and priorities. This included revising and updating the 1998 Yukon Training Strategy and developing a Comprehensive Skills and Trades Training Strategy Action Plan. The Funding Agreement template was revised in accordance with recommendations made in the Auditor General's report, and the contribution agreements now include an evaluative component.

New guidelines for the Community Training Funds were developed, communicated and implemented to existing fund/project holders for 2014-2015. These new guidelines were designed to improve accountability and results reporting, and allow for more effective management of the budget.

The Labour Market Framework comprehensive strategies now guide Yukon labour market development for the next ten years. These include a Comprehensive Skills and Trades Training Strategy, a Recruitment and Retention Strategy, an Immigration Strategy and a Labour Market Information Strategy. A summary of the Labour Market Framework can be found online at:
www.labourmarketframeworkyukon.com/the-labour-market-framework.html.

RECOMMENDATION – OAG REPORT PARAGRAPH #70:

Comprehensive Strategic Planning

Yukon Education should develop a long-term strategic plan.

Implementation Update:

Yukon Education has completed and is implementing a long-term strategic plan, which is available on Yukon Education's website: www.education.gov.yk.ca

Each year, we also develop an annual plan with branch and unit plans identifying the strategies and initiatives that they will implement during the year to meet the department's strategic objectives. The annual plan is reviewed on a monthly basis by Yukon Education's Executive Management Team in order to monitor progress in meeting our strategic goals. School growth plans are also considered and incorporated into the department's annual planning process to align the administration and management of the department's programs and services with the objectives and needs of Yukon schools.

RECOMMENDATION – OAG REPORT PARAGRAPH #76:

Risk Identification and Management

As part of the strategic planning process, Yukon Education should develop an integrated risk management plan that identifies and assesses the key risks that it faces and the measures it will use to mitigate these risks. This information should be communicated to relevant staff so that there is an ongoing effort to identify, manage and report key risks.

Implementation Update:

Yukon Education has incorporated a risk assessment process into our annual planning cycle and communicates the identified risks and our responses to the public in the Integrated Risk Management section of the annual report. We have also begun the process of identifying and developing mitigation strategies for our risks using the Yukon Government's Enterprise Risk Management System.

RECOMMENDATION – OAG REPORT PARAGRAPH #81:

Individual School Plans

Yukon Education should develop a policy that lays out the specific purpose of school plans, expectations for their preparation including the link with its strategic plan, the expected frequency of preparation of plans, and how school plan results should be reported. The policy should also incorporate review and feedback mechanisms.

Implementation Update:

Yukon Education has developed and implemented a School Growth Planning Policy that clarifies the comprehensive school growth planning process and includes a link to our annual report. This policy can be found online at: www.education.gov.yk.ca/pdf/school_growth_planning_policy.pdf

The planning process has three phases – annual school growth planning, evidence-based discussions at each school throughout the year, and school reviews conducted every three years. School reviews provide schools with observations and recommendations about what should be done to improve student success. Each school is expected to identify priorities in their school growth plan in response to the findings of the review. The issues and recommendations from the school growth plans then guide the work of Yukon Education and each school throughout the school year.

In addition, a Leaders in Education/Innovation Fund has been established. This fund focuses on supporting innovative school-based projects that are aimed at improving student outcomes. Each funding proposal must demonstrate the project's connection to the goals and objectives outlined in the school growth plan.

RECOMMENDATION – OAG REPORT PARAGRAPH #92:

Human Resource Planning

Yukon Education should:

1. develop and implement a comprehensive human resources plan that clearly defines its current and future human resource needs, and integrates them with its strategic plan; and
2. develop an action plan or a strategy to deal with existing differences between current resources and short- and long-term staffing needs.

Implementation Update:

1. In response to the OAG's recommendation and the results of the employee engagement survey, Yukon Education has developed and implemented a comprehensive human resource plan. The Auditor General encouraged Yukon Education to improve its human resource planning processes and practices and at the same time, employees expressed interest in how all the departmental initiatives fit together and aligned with the broader vision of success for each learner and the department's executive committed to improving employee engagement . This resulted in the Yukon Education Comprehensive Human Resource Plan. It, and an implementation plan, can be found on our website.

2. Yukon Education has also developed and implemented a Staffing Allocation Formula that embeds the principles of equity, transparency, predictability, and sustainability in the staffing allocation process. The formula was developed with the assistance of a stakeholder advisory committee, and is designed to ensure that existing staff numbers are aligned with identified needs.

RECOMMENDATION – OAG REPORT PARAGRAPH #99:

Long-term Facilities Planning

Yukon Education should work with the Property Management Division to develop a long-term facility plan that takes into account the age, capacity, and location of facilities and student enrolment trends.

Implementation Update:

Yukon Education is engaged with Property Management Division (PMD) of the Department of Highways and Public Works (HPW) in long-term school facility planning and a "School Revitalization Plan" which are anticipated to be completed during 2014–2015.

Yukon Education continues to work with the PMD to plan and manage school facilities on projects such as:

- the replacement construction of F.H. Collins Secondary School in Whitehorse, with substantial completion anticipated in August 2015;
- reviewing the findings of a consultation process regarding the future needs of the elementary school system in the Whitehorse area that the status quo should be maintained given there is sufficient capacity in existing schools to meet anticipated enrolment numbers; and
- repair of the Ross River School which was built on permafrost that has become unstable.

RECOMMENDATION – OAG REPORT PARAGRAPH #103:

Performance Evaluations of Teaching Staff

Yukon Education should take the appropriate steps to ensure that teaching staff are evaluated on a timely basis, as required by the *Education Act*, the Education Labour Relations Act, and departmental policies.

Implementation Update:

In order to ensure that teacher evaluations are completed, Yukon Education has:

1. provided training to school administrators about the purpose of the evaluation process and the evaluation cycle that must be followed for teaching staff;
2. directed school administrators to complete evaluations that are due during each school year; and
3. encouraged school administrators to transition staff from the three-year summative evaluation process to the professional growth process.

In addition, Yukon Education's comprehensive human resource plan includes an initiative aimed at encouraging all staff members (including teaching staff) to complete a career development plan through the staff evaluation process.

RECOMMENDATION – OAG REPORT PARAGRAPH #108:

Comprehensive School Facility Audits

Yukon Education should work with the Property Management Division to conduct regular and comprehensive facility audits to ensure that major building deficiencies are identified. The audits should address environmental, health, and safety issues, as needed.

Implementation Update:

Yukon Education is working with HPW as it undertakes audits of all schools across Yukon, including roof audits as well as audits of all electrical and heating and ventilation systems, and a preliminary energy audit and seismic report. Some energy assessments have also been completed, and Yukon Education continues to make energy efficiency a component of its capital maintenance planning (including in the new F.H. Collins Secondary School construction project). A Building Condition Audit for all Whitehorse schools has been completed and is undergoing a quality assurance review. This information will feed directly into Yukon Education's School Revitalization Plan.

PMD is also engaged in ongoing facility condition assessments. Most recently, these were completed at Watson Lake Secondary and Johnson Elementary schools in Watson Lake, JV Clark School in Mayo and Robert Service School in Dawson. As part of the collaborative planning efforts between HPW and Yukon Education, short- to medium-range capital maintenance planning is undertaken as part of the strategic evaluation of audit information combined with the ongoing identification of emerging needs.

Yukon Education is also engaged in long-term facility planning and a School Revitalization Plan which is anticipated to be completed during 2014–2015. This plan will consolidate the building condition audits that have been completed.

NOTES

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